

Ladybug®

THEME

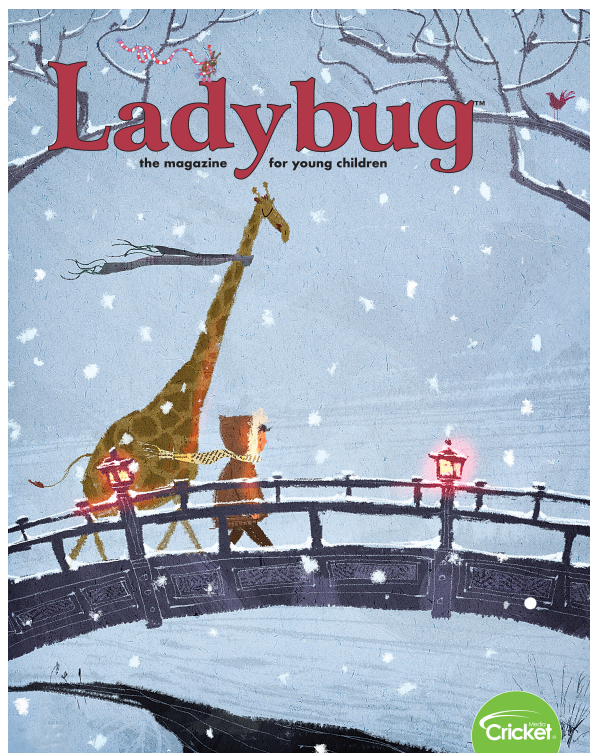
The snowy and exciting season of winter is explored in this month's issue of *Ladybug*. Use stories and poems to delve into winter activities with your students.

CONVERSATION QUESTION

What do we do in winter?

TEACHING OBJECTIVES

- Students will identify who is speaking in a story.
- Students will write poems.
- Students will analyze the structure of a text.
- Students will learn about snow.
- Students will observe the weather.
- Students will learn about animals in winter.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

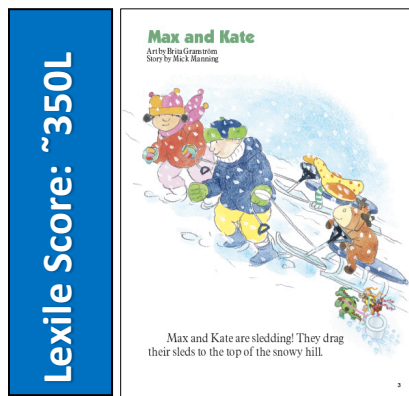
- **Max and Kate**
Realistic Fiction, ~350L
- **I See Icy Icicles**
Poem, N/A
- **One Snowy Day**
Fantasy, ~450L

Ladybug® Teacher Guide: January 2019

Max and Kate

pp. 3–7, Contemporary Realistic Fiction

Teach students how to identify speakers using this Max and Kate story about going sledding on a snowy day.



RESOURCES

- Who Is Speaking? Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will identify who is speaking in a story.
- Students will learn about snow.

KEY VOCABULARY

- **sledding** (p. 3) riding on a sled
- **whizzing** (p. 5) going fast

ENGAGE

Conversation Question: What do we do in winter?

Discuss what the weather is like in winter. Help students generate a list of winter words: *cold, snow, ice, windy, chilly, rain*. Then talk with students about special things they wear in winter, eat in winter, and do in winter. Add words to the list during the discussion. Finally, tell students that this story is about friends having fun in winter.

INTRODUCE VOCABULARY

Display the vocabulary words and read the words and definitions aloud. Have students repeat the words. Then show students a few photographs of children sledding at a fast rate (available on the internet). Ask: *What are the children doing? Are they going slow or are they whizzing down the hill? How can you tell?* Finally, tell children to look for these words in the story.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Then reread the story, pausing to discuss these questions:

1. Is it winter in the story? How can you tell?
2. How do Max and Kate get their sleds to the top of the hill?
3. Who gets to ride on the sleds when Max and Kate drag them?
4. What happens to Kiwi and Mo on the way up the hill?
5. How do Max and Kate get to the bottom of the hill?
6. Compare Max's coat on pages 4 and 6. How does it change?
7. How do Mo and Kiwi get to the bottom of the hill?

SKILL FOCUS: Recognizing Speakers

INSTRUCT: Display the following sentences:

"It is cold today," said Max.

"Is it snowing?" asked Kate.

Max and Kate went outside to see.

Ask students who is speaking in the first sentence. Discuss clues that help them know Max is talking (quotation marks, the words *said Max*). Repeat this sequence for the second sentence. Then point out the last sentence and explain that some information in a story comes from a narrator, or an outside voice, not a character.

ASSESS: Distribute a copy of the *Who Is Speaking?* worksheet to each student. Have students work in pairs to complete the activity.

EXTEND

Science Read a picture book that gives facts about snow, such as *Snowflake Bentley*, by Jaqueline Briggs Martin. Help students compare information in the book with information in "Max and Kate." Then have students draw or cut out snowflakes and display them.

Name _____

Who Is Speaking?

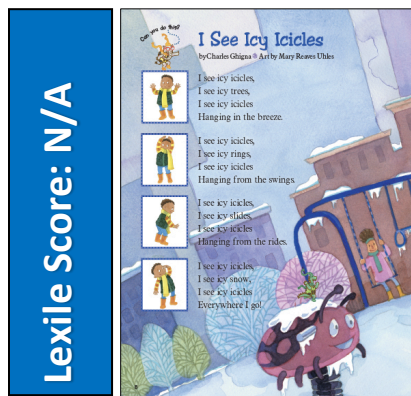
Write words that Max says.	Write words that Kate says.	Write words the narrator says.

Draw a sledding picture.

I See Icy Icicles

pp. 8–9, Poem

Have students listen for rhyming words and repetition in this poem about a snowy playground.



RESOURCES

- Poem Frame

OBJECTIVES

- Students will read and analyze a poem.
- Students will write poems.
- Students will observe the weather.

KEY VOCABULARY

- icicle** (p. 8) a hanging piece of ice

ENGAGE

Conversation Question: What do we do in winter?

Have students look out the window to find signs of winter. Model using the sentence frame “I see ____.” to describe a sign of winter. (Example: *I see frost on the grass.*) Ask students to use the same sentence frame to say what they see. Then tell students the next poem is about what someone sees on a snowy playground.

INTRODUCE VOCABULARY

Display the vocabulary word and read it aloud. Have students repeat the word. Then ask students to share what they know about icicles. Read the definition aloud. Show students photos of icicles hanging from playground equipment, street signs, or houses (available on the internet). Discuss the shape of the icicles, what they might feel like and taste like. Then tell students to listen for the word *icicle* in the poem.

READ & DISCUSS

Have students listen carefully as you read the poem aloud. Then have students do a choral reading with you. Use the following questions to discuss the poem:

- What words are repeated in this poem?
- Where are the icy trees? Where are the icy rings?
- Where is an icy slide?
- What kind of rides do you see?
- Are the children having fun? How do you know?

SKILL FOCUS: Rhyme and Repetition

INSTRUCT: Copy the poem’s first stanza on the board and read it aloud. Ask the students what they notice about the sounds in the poem. Guide students to notice which words rhyme and which lines and words are repeated. Circle the rhyming words and underline the repeated lines and words. Then read aloud the remaining stanzas and have students identify the rhyme and repetition. Tell students that they are going to write poems that use rhyme and repetition. Write the word *cat* on the board and help students brainstorm words that rhyme with *cat*. List these on the board. Model the poem students will write by displaying this three-line poem on the board: I see an orange cat. / I see a fuzzy hat. / I see a smelly rat. Ask students to identify the rhyme and repetition.

ASSESS: Distribute the *Poem Frame* worksheet. Have students work independently to write their poems. Circulate and offer help as needed. Have students draw pictures to go with their poems. Then ask students to read their poems to the class. Discuss the rhymes.

EXTEND

Science Have students keep a weather journal. Place a thermometer outside the classroom window. For five days, have students record the temperature and draw the sky and any precipitation in their journals.

Name_____

I See . . .

I see

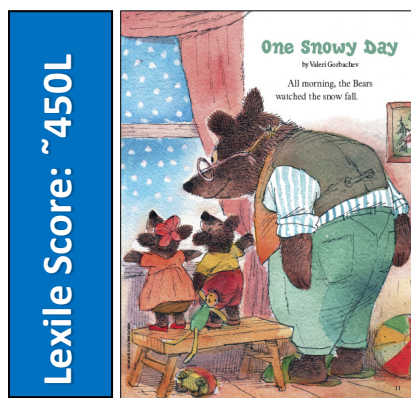
I see

I see

One Snowy Day

pp. 11–14, Fantasy

Use this story about a family of bears who shovel snow together to teach students to recognize story sequence.



RESOURCES

- Beginning, Middle, End Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of a text.
- Students will learn about animals in winter.

KEY VOCABULARY

- bear (p. 11)** a big animal with sharp claws and thick fur
- shovel (p. 12)** a tool for lifting snow or dirt

ENGAGE

Conversation Question: What do we do in winter?

Ask students to share their snow-shoveling experiences. Then share a short video from the internet showing people or families shoveling snow. Point out the noise made by the shovel grating against the ground. Have students stand up and pretend to shovel snow. Finally, tell students the next story is about a family of bears that shovel snow.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Invite volunteers to tell what these words mean and then read the definitions aloud. Have pairs of students find pictures of bears and shovels in the story illustrations. Instruct students to look and listen for these words in the story.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Then reread the story, pausing to discuss these questions:

- Why are the bears looking out the window?
- Who is the big bear? Who are the little bears?
- How do the cubs help Daddy?
- What does Brother Cub say about Daddy?
- What do the cubs do after they shovel?
- What does Daddy say about the cubs?

SKILL FOCUS: Identify Story Sequence

INSTRUCT: Discuss with students a popular book or familiar fairy tale. Have students identify the characters and setting in the story. Then discuss the beginning, middle, and end of the story. Record events in a three-column chart with the headings “beginning,” “middle,” and “end.” Tell students that being able to identify the different parts of a story will help them to understand and remember what they read. Next, ask students to identify the characters and setting in “One Snowy Day.”

ASSESS: Distribute a copy of the *Beginning, Middle, End* worksheet to each student. Have students complete the worksheet by drawing and/or writing about the story.

EXTEND

Science Ask students if real bears wear clothes, live in a house, and shovel snow in winter. Then ask students if they know what real bears do in winter. Explain that bears and many other animals hibernate, or spend the winter sleeping or resting. Next, read a book about animals in winter, such as *Over and Under the Snow*, by Kate Messner. Have students draw and write about an animal in winter.

Name _____

Story Sequence Worksheet

Beginning	Middle	End

On the back of this paper, draw a picture of a snowy scene. Write a sentence that tells about the picture.